

ATHLETIC JOURNAL

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THE ATHLETIC JOURNAL

A PROFESSIONAL MAGAZINE FOR THE
COACHES OF THE COUNTRY

JOHN L. GRIFFITH, EDITOR

VOLUME III

MARCH, 1923

NUMBER 7

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The ATHLETIC JOURNAL

VOL. III

CHAMPAIGN, ILLINOIS

No. 7

LOW HURDLING

BY
G. T. BRESNAHAN

Mr. Bresnahan competed as a track athlete at the University of Wisconsin during 1912-13-14. After graduating he served as Head Cross-Country Coach and Assistant Track Coach at the University of Wisconsin. After the war he returned to the University of Wisconsin as Assistant Track Coach and in February, 1921, became Assistant Director and Track Coach, University of Iowa, where he has had exceptional success.—EDITOR'S NOTE.



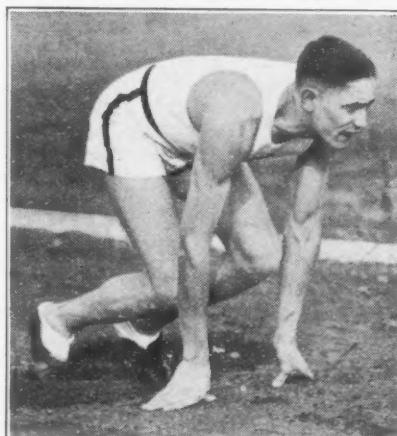
10 hurdles 2' 6" high has been included in the American amateur program since 1887.

TYPE—The best low hurdlers have been relatively tall men, with fair length of leg and an abundance of speed and endurance. A study of a number of past and present champions, Kraenzlein, Wendell, Nicholson, Simpson, Thomson, Loomis, Taylor, Knollin, Desch, Anderson and Brookins will show that they also had ability to sprint, high jump, broad jump and run the $\frac{1}{4}$ mile. Thus the low hurdle is a composite athletic event.

EQUIPMENT—Aside from the regulation track suit there is a diversity of opinion among coaches and competitors as to the type of the shoe worn by the low hurdler. The majority seem to prefer the sprinting shoe to the double heel spike hurdling shoe, since it is lighter and permits more foot drive. A man whose heels are unusually tender may eliminate distress by wearing shoes with two spikes in

the heel. Likewise the majority feel that ankle and knee bandages are superfluous unless there is a distinct need for them. Instead the top bar of the hurdle may be padded so that the beginner will not be deterred in developing aggressiveness by barking his knee or ankle. The finished low hurdle competitor is seldom bruised by the barrier.

There is a fairly general agreement on the number of strides be-



CHARLES R. BROOKINS, LOW HURDLER, UNIVERSITY OF IOWA
Joint Holder Western Conference A. A.
Low Hurdle Record, 23 4-5 Seconds.
Holder Nat'l Collegiate A. A. Low Hurdle Record, 24 1-5 Sec. (1 turn).
GET SET—Head and eyes in natural position. Arms dropped straight from shoulder. Feet spaced properly for energizing the getaway.

tween each hurdle, namely: seven, but the number from the starting line to the first hurdle depends upon the athlete and is either 10 or 11, more often 10.

STRIDE—The three styles of stride are indicated below:

1. *Seven*—Used by all champions, requires agility and fair leg length. Beginners should seek to cover the ground in seven strides if possible.
2. *Nine*—Used by men who lack leg length, or who are in the developmental stage. High school boys may be compelled to run in nine strides until more mature, then in seven strides.
3. *Eight*—Used by men not endowed with sufficient leg length to cover distance in seven strides. This type of stride necessitates alternating the take-off foot on each hurdle, thus requiring a high degree of versatility.



GO—Straight line of force from left toe upward. Vigorous arm action.

PRELIMINARY EXERCISES

—A few weeks of conditioning should precede actual hurdling, and may consist of all or a part of these exercises:

1. Easy jogging, running, and as physical condition improves, sprinting.



TAKING OFF—Note height of front knee, left arm position, extension of driving leg, and body angle.

2. Leg stretching exercises, forward and backward leg swing, high kicking, hitch kicking.
3. Trunk twisting and trunk bending.
4. Sitting on the floor and simulating arm, leg and trunk position when atop the hurdle.



ABOVE THE HURDLE—Forward leg slightly bent with foot straight. Arms preserve balance. Trunk bent slightly forward.

5. Starts with gun (regular sprinter's position on the marks), going 30 to 50 yards, top speed.
6. Endurance work at $\frac{3}{4}$ speed, covering distances from 220 to 660 yards.



CLEARING HURDLE—Left knee is being brought forward in readiness for next stride. Trunk is more nearly erect.

BEGINNING HURDLING—By working on the grass with but one hurdle (the top cross-piece padded) the novice will minimize shin soreness and bruises.

The sprinter's start should be taken 20 yards from the first hur-

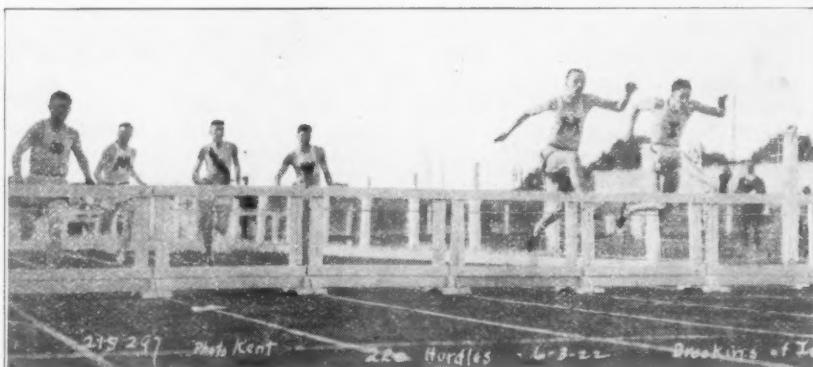
dle; he should dash with maximum speed at the first hurdle and merely step over. The low hurdle should be cleared in an elongated stride and not be jumped. This should be repeated three or four times; each time he should muster up more courage, attack more fearlessly, and add aggressiveness to each successive attempt.

Among the details of execution, these things should be kept in mind:

1. Do not soar or float over the hurdle.



CUTTING DOWN—Forward foot alights quite close to hurdle. Body in position to stride immediately.



FINAL OF WESTERN CONFERENCE 220-YARD LOW HURDLE, 1922.

Left to right: Desch (Notre Dame), Martineau (Minnesota), Wallace (Illinois), Knollin (Wisconsin), Anderson (Minnesota), Brookins (Iowa). Time: 23 4-5 seconds.

(Concluded on page 42)

A FEW HINTS ON HITTING, BASE RUNNING AND PITCHING

BY
RAY L. FISHER

Mr. Fisher has had wide experience both as a player and as a coach of baseball. He first gained prominence in athletics at Middlebury College where he was an all-around athlete and varsity pitcher. Upon graduation from college he went directly to the Big Leagues. From 1909 until he entered the Service in 1918 Mr. Fisher pitched for the New York Americans. Upon release from the service Mr. Fisher joined the National League, pitching for the Cincinnati Reds. In 1921 he came to Michigan to take charge of the University Baseball Club and in his first year developed a team that won second place in the conference. During his years of playing with the New York and Cincinnati teams Mr. Fisher found time between seasons to act as Athletic Director at Middlebury College for five years and, at another time, to give courses in pitching at the Springfield Y. M. C. A. College.—

EDITOR'S NOTE.



HITTING, I believe, offers the greatest problem to college coaches. This is true for the following reasons: First, the majority of high school men have very little batting practice and what they do have is against poor pitching as they save their pitchers for the games. Second, they are not through classes in many schools until four o'clock, which leaves only two hours for practice. This includes time used up in dressing, bath, etc., so a half hour is about as much as can be devoted to hitting. Third, there is and always has been a lack of natural hitters. We probably find an average of one and if we are fortunate, possibly two men on a ball club who can be termed natural hitters.

Of course, our greatest trouble is breaking the men from pulling, especially on curved balls, and I know nothing except practice day in and day out which will overcome this fault. The coach may change the stride and swing of his players which may help, but practice and nerve are required by the men themselves. Then, we have the player who hits stiff armed or pushes at the ball which tends to take all the sting out of his blows. I believe this can be easily overcome if it can be impressed on the

man that his arm should be free with the bat held loosely and that drive is greatly aided by wrist power. I believe that these faults are by far the most common among batters who have ability to follow and time balls to some extent.

Base running is probably the most spectacular play in the game but is not used against good clubs in college, as it is greatly handicapped by the opposing pitcher using balks. We hear a great deal about half balks, but in my opinion there is no such thing. It either is or is not a balk. The greatest asset in base running is the break. The man does not have to be extremely fast, but he does have to be able to get the jump on the pitcher. With this taken away from him, the stealing of bases simply becomes a matter of running on the opposing catcher with no attempt to run on the pitcher. If this rule were strictly adhered to, I believe we would see much more base running and a better game as the majority of college players are fairly fast and capable sliders.

Pitching is 80% of the strength of the team in college for as I have mentioned the hitting of the majority of college teams is far from good. The coach who has one good, reliable pitcher has many worries already solved. I find that most pitchers who come from school never have been taught how to throw a curve ball, and consequently fail to use their wrists,

(Concluded on page 47)

THE RUNNING BROAD JUMP

BY

K. A. SCHLADEMAN

Track Coach and Assistant Football Coach,
University of Kansas.

Mr. Schlademan graduated from DePauw University, where he won his letter in football, baseball and track. He has had a very successful coaching career at Missouri Wesleyan College, Baker University and the University of Kansas.—EDITOR'S NOTE.



THE running broad jump probably wins more track meets and is the cause of more upsets than any other event of the average track and field program.

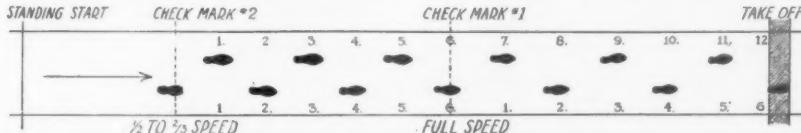
This is due to the facts that the event is always near the end of the list of field events; that the broad jumper is seldom a specialist, but even if he is, he is often tired when he competes in this event and his performance is erratic. Wind, weather and the varying conditions of the runways, take-off boards and landing pits in the different schools all contribute to the erratic performances of the jumpers and the uncertainty of the outcome of this particular event.

The first and undoubtedly the most important thing for the broad jumper to master is his run and take-off. A man may have the spring of a kangaroo and the speed of a sprinter, yet he will be of little use if he isn't sure of his take-off at least a fair percentage of the time. Too many men, especially

high school and prep school boys, merely run at the take-off board and try to hit right by lengthening or shortening their stride as they come down the runway. This keeps the athlete from getting up full speed and robs him of all confidence. An athlete using such a plan, or perhaps lack of plan, will never be a really first class performer. The following method, if persistently used, will yield results.

First: Ascertain the length of the athlete's running stride, and establish a check mark six strides back from the take-off board. Establish a second check mark twelve strides back from the take-off board. Call the mark nearer the board number one, the other number two. At first these will of course be only approximates. If the length of the athlete's stride is six feet, mark No. 1 will be thirty-six and mark No. 2 seventy-two feet from the take-off board.

Second: Step back about ten yards farther and establish a third check mark, from which, with a standing start, the athlete is able to hit check mark No. 2 with his jumping foot as he gathers speed. He should be going about two-



Twelve steps from mark 2 to the Take-off Board. Even number of steps throws same foot forward at board as hits take-off check mark. It is possible of course to use an uneven number of steps and alternate feet. The number of actual steps may vary with athletes. Some may want as few as eight steps from check mark to Board, others may wish more than twelve. E. L. Bradley used twelve as shown in above drawing. Check Mark No. 1 is merely a guide to regulate sped.

thirds speed when he passes mark No. 2. Post assistants or teammates at each mark and at the take-off board to check the exact spot the athlete's jumping foot hits as he "runs through." He should concentrate on hitting check mark No. 2 exactly but should pay no attention to No. 1 except to try to be going at maximum speed when he passes it. We will say he hit mark No. 2 exactly but he stepped six inches over mark No. 1 and a foot and a half over the take-off board. Very well! Move No. 1 back one foot and No. 2 back a foot and a half and send the jumper through again. Soon he will hit nearly right each time. Mark No. 2 is the real take-off check mark and will generally be somewhere between seventy-five and eighty-five feet, depending of course on the length of the running stride of the men involved. Mark No 1 is the spot, at which the athlete should have acquired maximum speed, and once he is fairly certain of himself, may be dispensed with. It is, however, very valuable at first because it trains the man to run with an even stride and keeps him from getting under full headway too soon. The athlete should be going his fastest his last six or at most eight strides and he should work his speed up very gradually.

Third: Now having the run and take-off well in hand, commence to lengthen the run. Make the standing start farther and farther back until the entire run is at least thirty-five to forty yards. The reason for so long a run is to get both maximum speed and relaxation. It is impossible to accomplish this with a short run. The man who comes down the runway tense or tight from the start will never be a real jumper. E. O. Gourdin, the great Harvard jumper and world record holder, ran about fifty yards. E. L. Bradley of the University of Kansas, the most consistent jumper in the middle west last year, took

about forty-five yards, and, starting at a trot, worked his speed up very gradually.

There are certain conditions which affect the run and take-off, which must be taken into account. First of course is the wind. With the wind against the jumper the check mark will be moved a little toward the board and vice versa. Changing from a cinder to a sod runway or from a sod to a cinder path makes a difference. When running toward the sun, it is well to wear a skull cap with the visor pulled low to shade the eyes. Under the excitement of a meet, most athletes will stretch their stride just a little so the run will generally be just a little longer when actual competition is on. These things are all quite easily taken care of, once



Illustration 1

the athlete is sure of his run and take-off. A fully developed jumper will hit the take-off board exactly about two out of three trials. The fact that he fouls once out of three times shows that he is taking all the board possible and that is as it should be. An inch back at the start means an inch less on the end

of the jump and a fraction of an inch will win as surely as a foot. If a jumper never fouls, he probably loses on each trial by not taking all the board possible.

There are two distinct styles in jumping. One is the "run through." That is, the jumper seems actually to run in the air. He executes three or four hard kicks which seem to maintain his balance, and with a final body hitch throws his feet out wide and forward as he lands. His feet are carried almost directly beneath the body and the body is nearly erect in the air until the final hitch and lunge. Carl Johnson of the University of Michigan was perfect in this form, and in his time was probably the best jumper in America. This is excellent form for the man who takes naturally to it and is undoubtedly the best way for such a man to jump. The average man will probably do better, however, with a more ordinary style such as Bradley used.

The accompanying illustrations show Bradley at three stages in his trip through the air.

Illustration No. 1 shows him just after he has left the ground. Note

that the body is erect and the hands are being raised but are not yet above the head. The left knee is being brought up in front of the body, while the right knee is still straight down and the jumping foot still behind the body. Every effort is being made to get height. Bradley attained this erect position and height in his jump by taking the last step or two of his run just a trifle longer than his regular stride. Actual measurements proved this. He seemed to reach out for the take-off board and gather his body directly over his jumping leg for the spring upward and out. In other words, he quit driving for speed the last couple of steps and gathered himself for the jump. This is logical for the man under full speed has his body well forward. If the body remains low and forward, the result will be a low jump and height is what gets distance in the broad jump.

Illustration No. 2 shows the position near the middle of the jump. Note that both hands are above the head; both knees are out in front of the body and the jumping foot has been brought up even with the left foot. The body is still erect. He is still rising. The effort is still to attain height.

Illustration No. 3 shows Bradley just past the height of his jump and starting down. Note that the knees and feet are now well out in front of the body. The body is bent forward and down to meet the knees and the hands and arms are out in front straining for distance and carry. Next the legs will be straightened to get all the distance possible and the body strained forward and down over the legs as far as possible to keep from falling back when the feet land. The feet land about a foot and a half to two feet apart, thus adding an inch or two more than would be gained were they kept together. This also gives a wider base and a better



Illustration 2

(Concluded on page 46)

INTRAMURAL SCORING

BY
E. D. MITCHELL

Mr. Mitchell was baseball captain at the University of Michigan 1912, from which institution he graduated in the same year and received his Master's Degree in 1919. He coached for eight years at Union High School, Grand Rapids, Michigan, State Normal School, Ypsilanti, Michigan, and the University of Michigan. At present he is Director of Intramural Athletics and Assistant Professor of Hygiene and Public Health at the University of Michigan. He is co-author of three books, "The Practice of Organized Play," "Basketball," and "The Theory of Organized Play."—EDITOR'S NOTE.



THE business of the Intramural Department is to get every student interested in some branch of competitive sport. In order to be successful in this aim, the Department must present an attractive program. At present, intramural participation is voluntary—the students themselves deciding whether or not they want to take part. The first step in order to stimulate interest is to promote a wide variety of sports. This is somewhat dependent upon the facilities available; but if these are generous, there is then a lure for the individual who likes baseball or basketball or any other of our popular American games; there is ice and a puck to tempt the hockey enthusiast; a soccer field and ball at the disposal of the foreign student, and a tennis court for the wielder of the racket. These things attract the boys with sporting blood who need only the chance to be active. But the Intramural Department should not be satisfied. It should find an appeal for those who need a little persuasion before they can be coaxed away from their studies or from smoking room recreations. To apply the pressure of popular opinion in this cause, the Intramural Department organizes many leagues among the various units of the campus. The class, the fraternity, the club, and many others, are prodded to action through the spirit of rivalry. Zest is added to the

competition by offering attractive prizes to the winning teams and individuals. Many candidates will turn out for these respective teams because they are influenced by the organization to which they are affiliated.

This step accomplished, pressure must then be brought to bear on the organization as well as on the individual. Just as the unit coaxes the individual out upon the field, the Intramural Department must use coercive measures upon the unit to see that it enters a team in the race. Possibly the best scheme yet devised for this particular purpose has been the All-Around Athletic Efficiency Championship. Many of the Conference schools have worked up some plan of their own along these lines, and smaller institutions are borrowing the idea from them. For the purpose of demonstrating a program that has proven very successful, the fraternity unit will be used as an example, though other units might be used in the same manner. In each sport a championship is decided and a cup awarded to the winning fraternity. No change therefore is necessary in the regular program. But the new plan is to give each competing fraternity a certain number of points for having organized a team, and then to add additional points according to the team's showing. The fraternity, possessing the greatest total of points at the end of the year, is given a large trophy for "All-Around Efficiency in Athletic Sports." It is a good plan to award second place also in order to prevent a letting down of interest in

case one house should secure a commanding lead.

The result is that practically all fraternities place their entries for every sport, regardless of interest and ability in it, to make sure of getting the points that are given for organizing a team. Experience has shown them that if they are to be a contender for the final cup, they must take advantage of every point, it is possible to acquire. Then, too, all teams wish to have their total of points as high as possible, since the standings of the different fraternities are published from time to time in the University Daily. It is a fact that fraternities are more zealous of their prowess in manly sports than they are of high scholastic rankings.

Out of this increased interest and attendance comes a boom for minor sports such as they would never enjoy otherwise. This means that while the major sports are taking care of as many as the facilities allow, the minor sports are handling the overflow.

Such a rating plan as has been briefly described has the advantage, peculiar to itself, that it offers a chance to consider other factors than the score of games. One factor, giving credit for organizing a team, has already been mentioned. The other factors are scholarship, sportsmanship, and reliability. Any one of these may be considered in the awarding of an all-year trophy, either by awarding a definite number of points to the team's total, or by setting a standard in these things and subtracting points when teams fail to measure up to it. This scoring plan is one that has been tried for three years and now is well standardized.

The sports have been classed into three groups, major, intermediate, and minor. The *major* sports are those that are more popular; this means more entries, and therefore more competition; and they are those requiring a large number of

men for a team—therefore harder to organize. The sports classed as *intermediate*, though they may have a large number of participants on a team, are not so popular, and do not have so much team play for practice involved. Some sports under this grouping are of individualistic type (boxing, wrestling, etc.) but are given intermediate rank because they involve strenuous exercise and require preliminary training. In this case it is well to group three men or more as a team according to weight standards (lightweight, middleweight, and heavyweight) and allow the side with the majority of individual victories to be team victor. The *minor* sports may require a large number of contestants, as in the tug-of-war, but do not necessitate preliminary training. Those that do involve science and training are not universally popular and consequently should not command a higher rating.

The sports are played off by two methods: tournaments and meets. The *tournaments* are events that last an entire season. They are decided on an elimination basis or on a league plan (percentage basis). Two entries are paired against each other and the winner competes against some other winner at some future date. The *meets* include events where the championship is decided on the results on one day's competition, or possibly two days, if qualifications are held. Several teams compete at the same time. The meet is decided on the Olympic point plan, the team with the highest total winning, with other teams ranking comparatively according to their showing in points.

Some events are interchangeable; for instance, bowling might be run on a meet plan, high score winning; and vice versa, the relays and golf might be run off on the tournament plan. This depends upon the particular situation, the amount of time, interest, etc.

(Continued on page 16)

WRESTLING

BY

DANA EVANS

Director of Athletics Northwestern University.

Mr. Evans has had a great deal of experience in college athletics, having at different times coached teams in football, basketball, baseball, track, boxing and wrestling. He has always been very much interested in wrestling and is well qualified to write on this subject. The second installment of his article on "Wrestling" will appear in the April Journal.—EDITOR'S NOTE.

In wrestling we have a contest which demands good headwork as well as a good sturdy physique. It is not the Human Bull of old who shows up best in wrestling today.

The minute two men meet on the mat, at once, each calls forth the other's mental and physical faculties. These faculties must be developed to the highest degree and it is in the present day college men that we should find such high development.

ful work with the chest weights and light dumb-bells will do much to put the muscles in prime condition.

Have someone work with you in learning the various holds. Study one hold at a time, learn all about this hold, how to put it on to secure the greatest leverage, how to pin your opponent with it, how to block and break it. Try to learn a counter for it by allowing your opponent to secure the hold and then



Illustration 1

Wrestling is a strenuous exercise, calling for great muscular exertion. This is especially true when trying to escape from some dangerous hold, therefore, it is of vital importance to train the muscles to stand this strain.

The beginner should spend as much time in developing his muscles as he does in wrestling. Faith-

turn it to his disadvantage.

1. Referee's Hold: This is a good position for the contestants to take at the beginning of a bout, as neither man has the advantage. It also brings the contestants together from the start of the bout, and saves a lot of unnecessary jumping and dodging about that often resembles a kid's boxing bout more

than a wrestling match.

Each contestant puts his left hand on the back of his opponent's head, or high up on his neck, so as to gain the greatest leverage. With the right hand, grasp the opponent's left arm above the elbow. The head should be used as a third hand, pressing it hard against the opponent's using it in conjunction with your arms to throw your opponent off balance.

lift him bodily, from which position you can twist him around and underneath while falling.

To guard against this hold place your hands on your opponent's hip and push him away.

To escape after the hold is secured you must act quickly. Grasp him about the waist with both arms and lift him, or reach up with your right hand, get hold of his head and pull him backward.

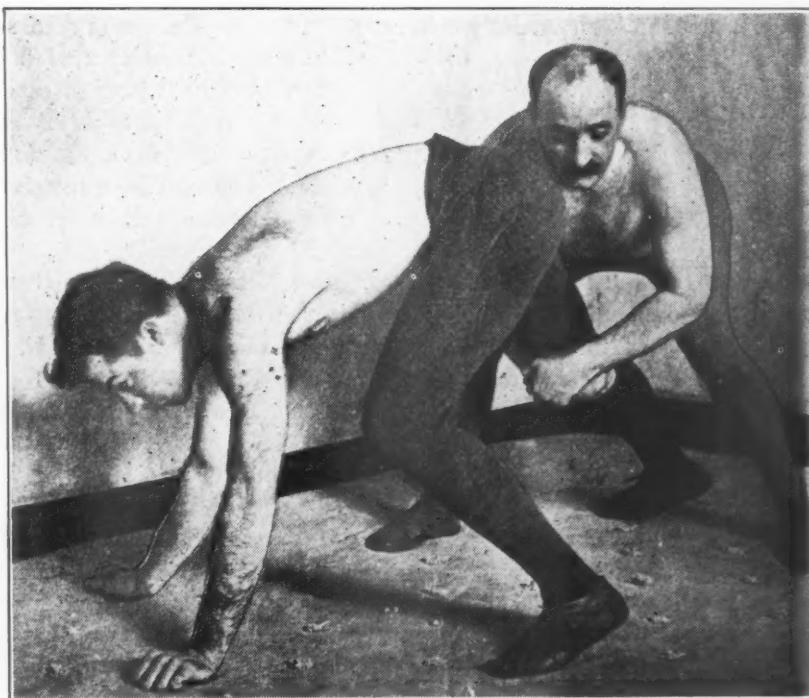


Illustration 2

Keep your feet under you, knees bent, feet flat on the mat, and the lower legs in a straight line from the knees to the mat.

Head Lock: Start from the Referee's Hold. Slide your left arm around your opponents neck. Place your left leg and body across in front of him. Clasp your left wrist (hand should be clenched) with your right hand, bend forward and

Arm Hold: Start as for Head Lock, but in place of putting your left arm about your opponent's neck, put it over his left arm, which is resting over your right shoulder (in Referee Position), lock his left arm above the elbow with your left arm. Put your legs and body across in front as in Head Lock. Drop forward on to your right hand and

(Continued on page 29)

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FACTS NEEDED

"The big-chested, rosy-cheeked, brawny athletes are not so successful in life as are the hollow-chested, anaemic and stoop-shouldered Phi Beta Kappa men," said a speaker in a meeting in New York a year ago. After the session had closed, the writer requested information how the speaker had arrived at the conclusions which he had just stated, and was referred to a well known Dean. The latter replied that he had never made any investigations along this line but had been interested in trying to determine whether poor students in college were as successful in after life as the good students. The point is that the man who had made the statement regarding the success of college graduates who had been members of athletic teams in their college days did not have the facts to substantiate his argument. A great many claims are made these days both for and against competitive athletics and in only too many cases the persons who make the statements do not scientifically investigate before advancing a theory. The men engaged in Physical Education work should be the first to determine the truth about our athletics.

We need to know among other things the answer to the following questions:

1. Does participation in athletics injure the men physically?
2. Do the letter men rate lower or higher scholastically than the average of the student body?
3. Do the football men rate lower scholastically in the first semester than in the second semester?
4. Do the athletic men as a class pay their debt to society after graduation, or are they drones and parasites?
5. Are men developed by the intramural department for the varsity teams or do the varsity men stimulate interest in intramural athletics?

Regarding this first question the facts may be pretty well understood by ascertaining how many letter men from the respective institutions were rejected for service in the World War because of injuries or organic weaknesses which could be traced to athletics. Questions two and three may be studied by securing the grades from the Registrar or by asking the Registrar to compile the answers. Some facts relating to question four may be determined by a study of the activities of the letter men graduates, while the answer to question five is simply how many men who are members of the school or college teams were developed in their intramural games and went to the varsity from the class or fraternity team.

If any of the *Journal* readers have conducted investigations along

these lines or will do so and send the result of their studies to the *Journal*, their conclusions will be passed on through the pages of this magazine to others. In making these or any other studies one thing should always be in the minds of athletic men and that is that the investigations should be fairly conducted. We are interested in determining the facts—not in proving a point.

THRIFT

According to the United States Veterans' Bureau, statistics show "that of one hundred men starting out at the age of twenty five, at the end of forty years one will be wealthy, four will have incomes, five will have earning power, thirty-six will be dead and fifty four will be dependent upon relatives or charity for support."

These figures should be provocative of much thought on the part of the men who are engaged in athletic coaching for a livelihood. The uncertainty of the tenure of office and the fact that none are paid salaries sufficient to lead any coach to hope that he will be the one who at the age of forty will be wealthy are sufficient reasons why a man engaged in physical education work should ask himself—"what of the future."

The salaries paid athletic coaches for the most part are sufficient to enable the man who lives frugally to invest a share of his savings each year in some safe conservative bonds, to loan his money backed by good securities, or to carry life insurance with the idea of building up an estate. If a moderately successful coach will lay aside a reasonable share of his earnings each year by the time he is forty he will rate in the second classification mentioned in the quotation and will be one of those who have incomes.

The man who does not save each year a part of the salary received as an instructor will undoubtedly, when he reaches the age of forty be confronted with the thought that he is dependent upon his salary for his living and that his living may not be forthcoming if he has a bad year in athletics. It is not easy for a man in middle life to change his business or profession. However, there is always a chance for the man with some capital to make an investment which together with the personal labor of the investor may reasonably be expected to pay satisfactory returns.

As previously suggested in the *Journal*, the athletic coaches as a class are not guaranteed life tenure of office through membership in such societies as the American Association of University Professors. Neither are many eligible to share the benefits of the Carnegie pension fund. Consequently the wise coach will be planning from the beginning to save and invest his earnings so that in later life he will be able to take care of himself.

INTRAMURAL SCORING

(Continued from page 10)

If conducted on the straight elimination plan with sixteen teams, using baseball as an example, 50 points are given for entering a team. One hundred additional points are given for winning the tournament, giving the winning team 150 points in all. With sixteen teams in an elimination series, four games are required to determine the winner. Therefore 100 is divided by four which gives 25, the number of points for winning each game. The team getting second place by winning three games out of the four played, would be credited with 75 points for wins and 50 points for entering, making a 125-point total.

SCORING OF TOURNAMENTS**MAJOR SPORTS**

	<i>Points</i>
Entrance	50
Additional	100
Highest possible total	150

INTERMEDIATE SPORTS

	<i>Points</i>
Entrance	35
Additional	65
Highest possible total	100

MINOR SPORTS

	<i>Points</i>
Entrance	25
Additional	50
Highest possible total	75

Sixteen teams are too cumbersome to play off on a round robin basis, but this plan would be practicable with a smaller number, thus, a league method followed by an elimination may be followed out with fine results. In this case the sixteen teams would be broken up into four leagues, determined by locality or lot as the case may be. With a league of four teams, each team is certain to play three games. The four winning teams will play off an elimination, necessitating two more games for the final champion to be determined. Therefore five games are necessary to win the championship. If this plan is followed, each victory gives 20 points, which comes from 100 divided by five. A team which won two games would receive 20 points for each game, making an addition of 40 to the 50 points granted for organizing and entering the tournament, giving this team a score of 90 on the chart.

This explanation will suffice to show the methods used in scoring; the same method may be applied to the tournaments in the intermediate and minor sports in like manner.

Take the outdoor track meet as an illustration. Here a score of 40 is given for an entry of a required number of contestants and the number 60 represents the maximum of scoring possibilities, supposing a team wins the track meet by making 30 points. If 30 wins the championship, then for the purposes of scoring on the chart, each point gained in the track meet will be counted as two (60 divided by 30). If the second high team has made 25 points in the meet, it would receive 50 points on the chart (in addition to the entry points); while the lowest team of all, in case it made 1 point, would receive a total score of 42 on the chart. The value of a point earned in a meet varies according to the number of points made by the winner. In case the winning team made 20

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in the meet, the value of each point on the chart would be three (60 divided by 20).

SCORING OF MEETS

MAJOR SPORTS

Outdoor Track	
Indoor Track	
Swimming	
Gymnastics	
<i>Points</i>	
Entrance	40
Additional	60
Highest possible total.....	100

INTERMEDIATE SPORTS

Cross-Country	
Golf	
Pentathlon	
Relay Carnival	
<i>Points</i>	
Entrance	30
Additional	45
Highest possible total.....	75

MINOR SPORTS

Winter Carnival	
Foul Shooting in Basketball	
<i>Points</i>	
Entrance	20
Additional	30
Highest possible total.....	50

If desired, a more simple plan may be used, but one which is less accurate in determining the relative degrees of superiority between the different teams. The teams may be ranked in the order in which they placed in the meet, and each team may be separated by 60 (total number of scoring points awarded) divided by sixteen (number of teams competing).

Scholarship, Sportsmanship, and Reliability may be considered in the scoring chart if the organizing body desires to do so. The scholarship records of all the fraternities are usually available. If they are to be used on the chart, a separate column is given for this factor, and

teams scored according to their comparative scholastic abilities. Sportsmanship should include such things as flagrant violations of the rules, lack of courtesy on the part of the crowd, of continuous objection to the umpire's decision, of protests without any basis. Reliability includes being on time, playing the schedule without forfeiting games, having one's certified list of players entered properly and promptly. As yet, the scoring of these things is more or less in the experimental stage, due to the fact that there is conflicting opinion regarding its advisability. Many authorities think that the conduct of the players is covered by the rules which provide penalties, sufficient in themselves, for infractions which are classed as unsportsmanlike or unfair play.

However, there is a gradual trend towards the including of these things in the scoring of games, so that they may be kept continually before the players as more important even than victory in the game. Certainly, if two teams rank very close together in the final summing up, it seems fair that the one which has conducted itself the better should be rated as the winner.

Two plans of scoring are used. One is a demerit plan, deducting a certain number of points for each failure to come up to the standard. The second is to give a maximum number of points, 80, to the team being rated the highest in scholarship; and 80 likewise for sportsmanship, and for reliability. With 16 fraternities entered in the competition, each team would decrease 5 points according to its comparative rating, so that the second high team would get 75 points, the third, 70, etc. The standing of the teams in this case would be determined by vote of the various officials concerned in arranging the games and running them off.

One of the best results of this scoring plan is to keep alive the in-

terest of the fraternities throughout the year. Ordinarily they would concentrate on one or more sports in which they were especially proficient. Because of their desire to

win the final cup, and their pride in standing high on the chart, they will encourage participation of their members in all sports, with beneficial results to all.

ILLUSTRATIVE CHART

ENTRIES	Basket- ball	Base- ball	Bowl- ing	Hand- ball	Outdoor Track	Foul Shooting	Sportsman- ship	Total
Alpha Sigma Phi.....	110	40	48	45	54 (7)	45 (50)	70	412
Phi Gamma Delta.....	150	110	100	35	90 (25)	36 (32)	80	601
Psi Upsilon	50	150	74	75	56 (8)	41 (42)	70	516
Sigma Nu	90	70	87	65	100 (30)	50 (60)	75	537

Small figures in parenthesis indicate points earned in meet, multiplying factors:

Basketball—20 points for each game won.

Baseball—20 points for each game won.

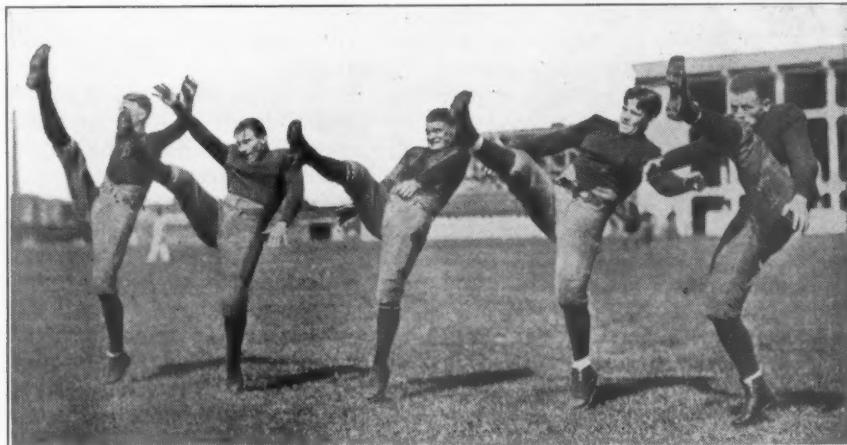
Bowling—13 points for each match won.

Handball—10 points for each match won.

Outdoor Track—2 points for each point won in meet.

Foul Shooting—½ point for each point won in meet.

Sportsmanship—5 points for each position in rank.



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SOCCEr FOOTBALL

BY

DOUGLAS STEWART

Mr. Stewart is Secretary of the National Collegiate Athletic Association Committee on Soccer Football. He has been head coach of soccer at the University of Pennsylvania since 1910. In that time he has won four Intercollegiate Championships, four Penn State Intercollegiate Championships, and has four times been runner-up in the Intercollegiate League. Mr. Stewart has done a great deal toward the development of soccer in Philadelphia and throughout the country. He has played with some of the best amateur teams in the United States, Canada, England and Scotland, and besides has engaged in the sports of rowing, boxing, fencing and lacrosse.—

EDITOR'S NOTE.



THE development of association football, commonly called soccer, within recent years, has been little short of phenomenal. For about fifteen years the game has been played in the colleges comprising the Intercollegiate League, namely: Haverford, Pennsylvania, Harvard, Yale, Columbia, Cornell and Princeton, and in a few of the preparatory schools, including Andover, Exeter, Gilman, Tome, St. Paul's, St. Luke's, Haverford, Episcopal, George School and Westtown Academy.

In recent years the private and public school authorities have awakened to the possibilities of the game in the way of physical development of growing boys with the result that in most of the large cities, high and grammar school leagues have been organized. This is particularly the case in Philadelphia, New York, Pittsburgh, Baltimore, Chicago, St. Louis, Detroit, Rochester, Cleveland and Memphis.

Not only has the game developed in the schools, but also in the colleges, for in addition to those comprising the Intercollegiate League, the game is now played in Penn State, Syracuse, Colgate, Dart-

mouth, Girard, New York University, California, Leland Stanford, Oregon, Ohio State, Ohio Wesleyan, Springfield, Mass., Swarthmore, Baylor University, Texas, the U. S. Military Academy, at West Point, and the U. S. Naval Academy, at Annapolis, and many others.

In St. Louis, Chicago, Detroit, Pittsburgh, Baltimore, Philadelphia and New York, the game is played by thousands of school boys and the annual intraschool and interschool and department games are numerous. They have grammar school leagues, high school leagues, vocational school leagues, private school leagues to such an extent that one wonders where all the players get to and why there are not more teams of grown-ups playing the game.

This great development in the game is based simply on its inherent merits and without any definite knowledge to a large extent, except by observation and word of mouth, of the rules and laws governing the playing of the games by players or teams. It is my intention now to help the development along sound and definite lines by putting in print some remarks on the rules of the game as affecting the play by players and teams.

I propose to dwell on the duties and functions of the players with respect to the team divisions and to

the team as a whole. The notes are based on my experience as a player and as coach of the teams at the University of Pennsylvania and advisory coach of several other teams during a period of many years.

There will also be some remarks anent the proper way to play the game as well as how to kick and play the ball, for, despite any popular theories on the point, the game is one of football and not toe-ball. The toe should never in itself be used for propelling the ball. The toe strictly is used in governing the height of the line of flight. The instep does the propelling and the toe is raised or lowered as it is desired to raise or lower the flight of the ball. Also, to play the game properly, either side of either foot should be used for short lateral passes—the front or instep being used particularly for long or strong kicking, although some players can kick very hard with the side of the foot.

One way to acquire the art of kicking the ball off the ground with the instep is to stand sufficiently well over the ball. In taking the kick with the toe down, it will plow into the ground unless the kicker rises onto the toes of his other foot to enable the kicking foot to get a clearance. There are several other ways of acquiring the art, but this method has the advantage of punishing the kicker who refuses to kick correctly.

The game of soccer is properly played on a field not less than 100 yards long by 50 yards wide and not more than 130 yards long and not more than 100 yards wide. The field is marked by boundary lines. The lines at the ends are the goal lines, and the lines at the sides are the touch lines. The touch lines are drawn at right angles to the goal lines. A flag with a staff not less than five feet high is placed at each corner. A half-way line is

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marked out across the field and the center of the field indicated by a suitable mark.

A circle with a 10-yard radius is made around the center mark. On the goal lines the goals are erected. These are upright posts fixed equidistant from the corners, eight yards apart, with a bar across them eight feet from the ground. The maximum width of the posts and the maximum depth of the cross-bar is five inches.

The goal area is indicated by a mark six yards from each goal post at right angles to the goal lines for a distance of six yards, and these are connected with each other by a line parallel with the goal lines. The penalty area is indicated by a mark eighteen yards from each goal post at right angles to the goal line for a distance of eighteen yards, and these are connected with each other by a line parallel with the goal lines. The penalty kick mark is a splash or a cross twelve yards in front of the center of the goal.

The circumference of the ball should be not less than twenty-seven inches and not more than twenty-eight inches. The outer casing of the ball should be of leather and no material may be used in the construction of the ball which would constitute a danger to the players.

The game should be played by eleven men on each side. These eleven players are a goal keeper, right and left halfbacks, right, center and left halfbacks and five forwards, comprising outside right, inside right, center, inside left and outside left.

There should also be a referee and two linesmen, one linesman for each touch line, who should act practically as a touch line referee, enabling the referee to devote his entire attention to midfield. The referee also acts as timekeeper and scorekeeper.

The duration of the game is nine-

ty minutes comprising two halves of forty-five minutes each, unless otherwise mutually agreed upon.

The players are placed on the field generally as follows: the half of the field should be divided into three equal parts, the goalkeeper, placed on the goal line and the forwards on the half-way line with the center forward in the center, the outside players on or close to the touch lines, and the inside men equidistant from the outsides and center forward. The halfbacks should be on a line approximately marking the division between the first and second thirds of the half of the field going back from the half-way line.

On this line the center half takes position in the center with the right and left (or wing) halves equidistant from him and the touch line. The full-backs are positioned on the line approximately dividing the second and third of the three divisions of the half of the field, and should stand on this line in positions equidistant from each other and the touch lines. The positions are the same for both sides except in the case of the forwards.

The side which gets the kick off, the other side having the choice of ends, stands its forwards on the half way line, while the forwards on the other side must stand back until the kick-off is taken, a distance of not less than ten yards from the ball.

The positions indicated are those occupied by the players at the start of the game, but change immediately after the kick-off, although the halves should approximately preserve their positions with respect to the forwards all through the game. The fullbacks advance as the halves and forwards advance, but at considerably less speed, so that they will not get so far away from their own goal as to be unable to get back to position before an opponent reaches it.

The goalkeeper should never leave his position except when the opposing forwards are too far away to be a source of danger and then only for the smallest fraction of time necessary to enable him to clear the ball down the field. The goalkeeper is the only player who is allowed to touch the ball with his hands. This enables him to pick up the ball and quickly throw it to one side or the other as far down the field as possible. He must get rid of the ball just as rapidly as possible, for he may be charged or tackled by an opponent while he has possession of the ball. He may not be charged in the goal area while he does not have possession of the ball unless he is obstructing an opponent.

Two points to be borne in mind in soccer are—play the ball and play the game.

In playing the game it is well that the various divisions of the team should understand its duties.

The goalkeeper and fullbacks are essentially the defensive part of a team. Their main duty is to keep the ball away from their own goal. This duty particularly falls to the fullbacks, and to that end they should have a clear understanding between themselves and with the goalkeeper as to their tactics so that all three can work together.

The halfbacks' duty is offensive-defensive or defensive-offensive as the play calls for. Their main duties are to break up the attack of the opposing forwards, feed their own forwards, and assist the defense when necessary.

The forwards are essentially an attacking force, and only incidentally count in the defense.

On the kick-off it is the duty of the forwards to get the ball past the opposing halves and backs and put the ball over the goal line between the goal posts and under the cross bar. The opposing goalkeeper is in the goal for the purpose of preventing this and it doesn't always fol-

low that when forwards have beaten the fullbacks that they have beaten the goalkeeper.

The center forward having taken



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the kick-off, which he may do by passing the ball forward a distance of not less than its own circumference, twenty-seven inches, to one of his inside men, who will pass it forward to his wing or outside man. The latter, if the ball is not intercepted by the opposing half or if he is not covered by the opposing half, will receive it and dribble it down the field until he has drawn out of position either the half who missed him and the ball or the fullback on that side. Then he will swing the ball into the middle of the field and thus give the center or inside forwards an opportunity to receive the ball and either dribble it through or pass to one of his own side, if he is too far from the goal, who may be in better position to shoot for goal or pass it back.

The game having started, the whole forward line will advance, the inside men falling slightly back two or three yards. The halves will also advance and in case the opposing forwards have received the ball from their halves will immediately endeavor to recover the ball, and, having done so, pass the ball to the one of their own forwards who is uncovered and in the best position to receive the pass. When he receives the ball he will advance it either by taking it down the field himself or by passing to another of the forwards in good position who will do the same thing and thereby get it within shooting distance and shoot if his opponents permit him.

It is not improbable that the half in making the pass to the forward may misjudge the distance and let it go short of the forward to whom he passed, in which case the opposing half probably will intercept the pass and successfully pass the ball to one of his right-wing forwards, who will make toward the opposite goal with it. It is the duty of the left half to have intercepted the pass, but failing to do so, to get

after the forward who did receive it and endeavor to take the ball from him. The fullback, having recovered the ball, should kick it down the field, preferably to one of his right-wing forwards who is uncovered, as both of them probably are.

In case, however, the fullback should not recover the ball, it is his duty to prevent the forward passing the ball toward the center of the field or to a mate in position to shoot. He must tackle the opponent fearlessly and try to take the ball from him either by charging him off the ball or by blocking.

If this struggle should continue to near or within the penalty area, then the other fullback can come in and assist and among them free the ball so that the goalkeeper can run out and pick it up and probably punt or throw it out of danger. In a case of this sort it would be unwise for the goalkeeper to run out if any of the other opposing forwards were close to the struggle, because they would undoubtedly endeavor to charge him and spoil his recovery of the ball.

Of course, in such a case as this his center half probably would be in position to assist him against the opponents. Incidents of this sort, however, frequently happen so quickly that the mates in the other positions have no opportunity to assist and it is altogether the particular job of the players involved.

It is a definite proposition that the center and the inside forwards are the shooting forwards, while the center and the two wing (outside) forwards are the advancing forwards. It is particularly the duty of the wings to advance the ball down the wing and middle it so that the center or inside forwards can get an opportunity to shoot. A wing forward, as a rule, has no license to try to shoot unless he should find himself with an absolutely clear goal and is in better

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position to shoot than any of the three inside forwards.

It is also a definite proposition that the halves in offensive tactics should follow their forwards at a sufficiently close interval to enable them not only to feed their own forwards with a fair degree of ease, but also be sufficiently far back to prevent the opposing forwards getting a fair start in attack.

The duty of regulating the halves in this connection devolves upon the center half, who, therefore, should be the most experienced player on the team. To do his work properly he must know intimately the needs and strength of his forwards. He must know the strength of his wings and of his fullbacks, for on him also depends the strength of the defense.

Having described certain phases of play it is necessary that some understanding of the positions and methods of playing them be had.

The fullbacks. It is necessary that these two players, who occupy the entire width of the field between them from the goal line up to the halfback line, should understand that they are practically the last line of defense. In order to fill these positions properly, they should be powerful kickers with sufficient control of the ball in booting not only to clear but place the ball within easy reach of their own forwards. They also should be good tacklers, able to advance toward an opponent and charge him if necessary in order to gain possession of the ball. The right fullback necessarily takes care of any of the opposing left wing, which gets through the halfback line. In doing so it is his purpose to get the ball from the opposing forward before he passes it.

If unable to get the ball this way then he should put himself in position either to spoil the pass of the forward or intercept it. In case, however, the right fullback should miss the player and the ball, it is

the duty of the left fullback to see to it that the ball is put out of danger and if possible fed to an unmarked forward.

To carry out this maneuver successfully the left fullback, when he has seen his mate pulled out of position and beaten in his efforts to gain possession of the ball, should work himself over toward his mate's position, so as to be in position to forestall any effort on the part of the opposing forwards to beat the backs and have a clear shot at goal.

The skill of the fullback in anticipating the moves of his opponents and putting himself in position to intercept the pass is shown by the measure of success he has in doing so. In order that the fullbacks may be able to perform the duties required of them, they must, as said before, be good and sure kickers, they must be able to kick with either foot, they must be able to use their heads inside and out—inside in divining the possible moves of the opponents and outside by being able to head the ball when it cannot be reached by the feet.

They must also have sense enough to give the goalkeeper a chance to get the ball by keeping away from in front of him when they are beaten. Sometimes it is good play for the fullback, when a forward is running toward the fullback's goal, to tackle or block the forward and give the goalkeeper a chance to get the ball. The wisdom of this depends to a large extent on the positions and speed of the forwards. The fullbacks should always follow the halfbacks up the field to a certain extent, but never get so far away from their positions that they cannot recover them before an opponent gets into them.

There should also be an understanding with the halves as to which of the opposing forwards they will particularly cover. That is, if the halves cover the center

and two inside men, the backs should cover the outside men. Or if the wing halves cover the outside men the backs should cover the inside men, always leaving the center half to take care of the center forward.

The halfbacks. In this case there are three players to the width of the field and operating in that width up and close to the forwards; their width of the field is constantly varying in depth according to the position of the forwards.

The halfback line is the first line of defense and calls for a higher degree of skill in footwork, heading, anticipation, interception and feeding ability than in the fullbacks, and also greater activity. The halfback line will make or mar the best team which ever took the field and this is particularly true of the center half.

The halves should be adept in tackling their opponents, good at

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anticipating the moves of the opponents and consequently good at intercepting their passes and last, but not by any means least, good in passing the ball to their own forwards and keeping them well fed. It is unnecessary as a rule for halves to be powerful or long kickers. They should be good dribblers for the purpose only of maneuvering to pull an opponent out of position or getting themselves in better position to pass to one of their forwards.

It is the duty of the halback line to nip in the bud any attack by the opponents. The halfbacks are particularly the players who are adept in trapping, blocking, passing short or long to the side or to the front with the front of or either side of either foot, or in heading with the front or either side of the head; in hooking or diverting the ball, in tackling, hustling or charging an opponent, or in tricking an opponent by feints or otherwise.

The center half in particular has to be good at all of these things, but he must also know how to dispose his wing halves for defense or attack, open or close up the play and have a thorough understanding with his center forward as to what his tactics mean and also be the strategist of the team. He should know what to do in the way of assisting the fullback line when hard pressed and be able to act as an extra fullback.

In other words, he is the key of the attack and also of the defense. In play his particular job is to take care of the opposing center forward and incidentally the two inside men and to directly feed his own center and inside forwards, and as occasion demands, the wings.

The right half has the job of taking care of the opposing left wing forwards and incidentally the center forward and of feeding directly his own right wing, also his center and left wing forwards. The

left half has the job of taking care of the opposing right wing forwards and incidentally the center forward and of feeding directly his own left wing and center and the right wing forwards when occasion demands.

It is also necessary for the wing halves to be able, when beaten, to fall back and assist the particular fullback who has advanced to tackle or block the forward who has beaten the half. At this time the half becomes a fullback and the fullback becomes a half. These players, of course, resume their respective positions as soon as the work they set out to do has been done or the ball has passed out of their territory.

It is also the duty of a halfback to see that he does not bunch or crowd the other players. For instance, if in the course of play the right half is forced into the center half's position it is proper for the center half promptly to get into the right half's position. Or if, as is more apt to be the case, the center half is temporarily forced into the wing half position for that wing half immediately to get into the center's position until the center is able to resume his position.

It will be obvious that if a position is left open in the halfback line it is just so much wider a gap for the opponents to get through, which they will undoubtedly take advantage of.

Q. May a Western Conference school schedule a football game with an institution that does not observe the freshman rule?

A. The Conference rule is as follows: "Conference universities shall not engage in athletic competition with institutions that do not require the one year of residence before participation." This rule should become effective December 1st, 1923.

WRESTLING

(Continued from page 13)

left knee and twist him underneath as you fall.

To block this hold put your hand on his hip and push him away, or get him by the crotch, as he starts to put his hip under you, and lift him.

Dive for the Legs: When standing, and not in the Referee's Hold, be careful that your opponent does

wrist across the upper part of your opponent's neck. Slip your right arm under his left and grasp your left wrist close to the hand. Pull his head towards you at the same time twisting him over onto his back. (See Illustration 1, p. 12.)

Head in Chancery: When working in the Referee's Hold it is often possible to get the Head in Chancery. Pull your opponents head forward and underneath your left arm. Lock your arm about his face



Illustration 3

not dive for your legs. When a dive is made for your legs, jump back a little, place both hands on his head and pull him down on his hands and knees.

Quarter Nelson from the Front: From the above position, if you act quickly, this Nelson may be secured. Remain directly in front of your opponent. Place your left hand and

by grasping your left wrist with your right hand. You can now, by quick action, pull him forward and down to the mat. This brings your opponent into a good condition for you to try for the Quarter Nelson from the Front.

Escape from Leg Hold: If your opponent grasps you by the leg, to prevent falling over backwards,

turn, quickly and fall to the mat onto your hands from which position you may escape. (See illustration 2, p. 13.)

Bar Nelson: When down on the mat and working on your opponent's left side put your left arm and hand, palm up, across his neck, reach over with right hand and put

it under his right arm the same as if a further Nelson. Clasp your hands and bear down hard with your left arm and pull strongly with your right and you will force his head to the mat, from which position you can secure various holds,—the further half Nelson being one of them. (See illustration 3, p. 29.)

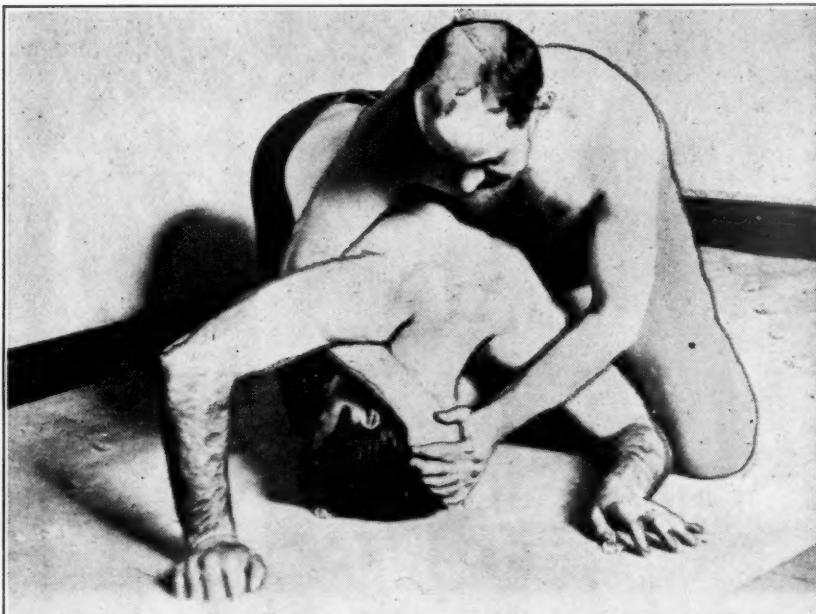


Illustration 4

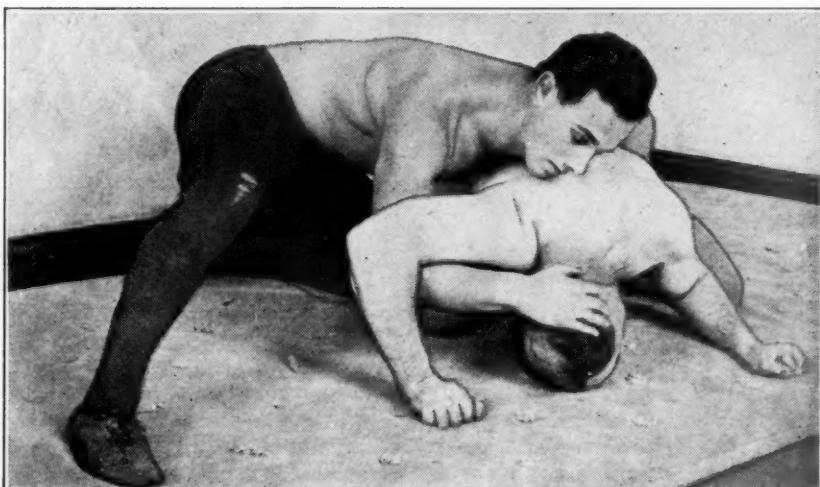


Illustration 5

Further Half Nelson: When working on your opponents left side reach over and put your right hand and arm under his right arm and across his neck, using your left hand to help push his head down, turn his head to the side facing away from you. Put your right knee under his left arm so he cannot twist or back out of the hold. Put on all the pressure you can with the Nelson so as to pull your opponent over towards you. To escape from the further Nelson lock your right arm above the elbow and roll him, or before he has time to put his knee under your left arm back out of the hold. If he gets the hold stand on your head and throw your legs up over and across his back, bridging over him. (See illustration 4 on the opposite page.)

Near Nelson: From the same position as you got the Further Nelson, put your left arm up under

his left arm and around over the back of his neck. The cut shows
(Continued on page 44)

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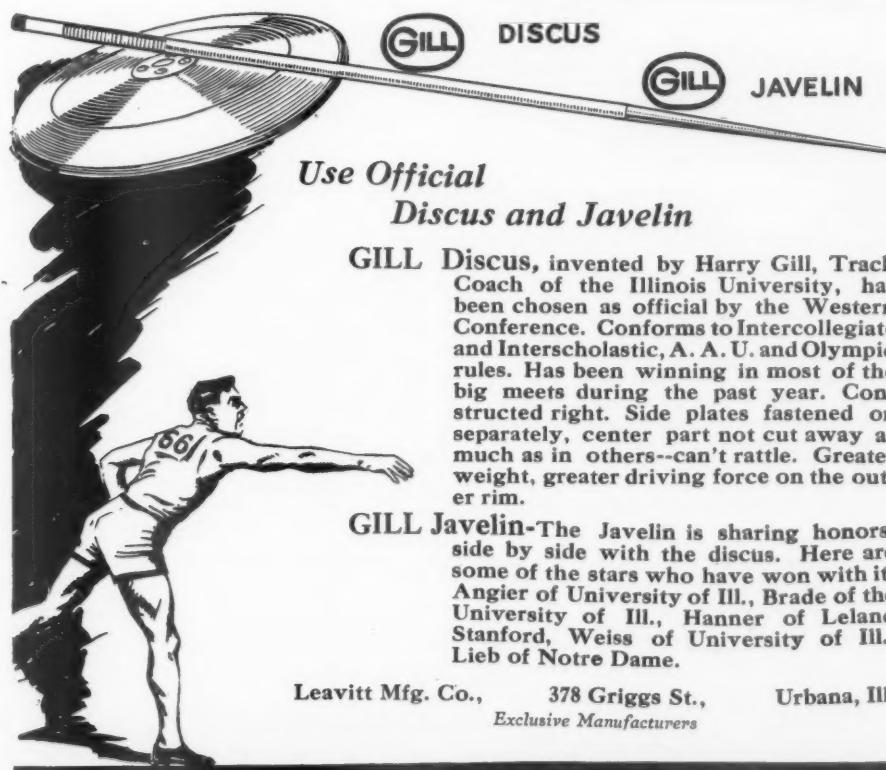
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A YEAR'S PROGRAM FOR REQUIRED WORK

BY

JOHN L. GRIFFITH

(Continued from the February number)

49. Forty-ninth Day.

A. Calisthenics.

- a. Place left foot forward and arms forward, 1. Place left foot sideward, arms sideward, 2. Return, 3 and 4. Same right.
- b. Stride left sideward and arms sideward, 1. Bend upper trunk backward and sideward, 2. Return, 3 and 4. (Slowly.)
- c. Raise left knee forward and arms forward, 1. Carry arms sideward, 2. Return, 3 and 4. Same right. (Slowly.)
- d. Stride left sideward and arms sideward, 1. Bend trunk forward and arms forward (touch floor), 2. Return, 3 and 4.
- e. Grasp hands in front of thighs. Grasp. Place the left knee through the hand, 1. Return, 2. Same right.
- f. Rise on toes and swing arms forward, 1. Bend knees deep and swing arms back downward, 2. Jump into the air and swing arms fore-upward, 3. (Finish in bent knee position). Straighten the knee and lower arms, 4.
- g. Deep breathing.

B. Games for Alertness.

Do this, Do That: Formation—Circle. One man in center gives the command, "Do this," "the command is to be obeyed." "When I give the command Do That," the command is to be ignored. If any man fails to follow instructions he will become "it." The man in the center then proceeds to give instructions as follows: Place right hand behind head. Place left hand on

the shoulder and other similar moves, at the same time executing the command himself and giving instructions, "Do This" or "Do That."

50. Fiftieth Day.

A. Calisthenics.

Using formation under the baskets, dribble one bounce, lunge, pivot and make backward pass to teammate who comes to meet the pass. He then shoots.

Next, number 1, of Section 1, starts for the basket, using change of pace. Number 1 of Section 2, passes the ball to the former, when the former arrives in a strategic position. First player shoots, both follow.

B. Games for Alertness.

- a. Bend arms to thrust 1. Thrust sideward, 2. Return, 3 and 4.
- b. Hands on shoulders. Place. Bend knees half deep, 1. Straighten knees and raise left leg sideward, 2. Return, 3 and 4. Same right. (Slowly.)
- c. Arms to strike from head. Bend. Lunge left sideward and strike arms sideward, 1, one-quarter turn left on heels, lower the trunk forward, 2. Return, 3 and 4. Same right.
- d. Hands on hips. Place. To a seat, legs crossed, without assistance of the hands. Fall. To a stand in the same manner. Jump.
- e. Hands on hips. Place. Stride left sideward, 1. Turn left, 2. Bend trunk left, 3. Return 4-5-6. Same right.
- f. As Ex. 4, Lesson 39. When in this position have sup-

ported men raise left knee forward, 1. Lower, 2. Same right.

g. Inhale with raising arms sideward, 1. Exhale and lower arms, 2.

B. Games for Agility.

Japanese Tag. Formation: Men scatter in playing area. One man who is "it" attempts to tag others. The man who is tagged must place his hand on the spot where he was tagged and keep it there until he tags another man. When foot is tagged all players hold foot. Any player who runs outside of the play area becomes "it."

C. Mass Track and Field.

All of the members of the class should be taught the form in all of the events which come under the heading of track and field. The form in most of the events may be taught to the class in formation. For each day's work in track and field, first practice the form for the event and then hold the competition.

Shuttle Sprint Relay.

Line men up with one-half of the team at one end of the course and the other half at the other end. When the signal is given the first man runs the distance and passes the baton to the next man who runs back over the course and touches number three and so on until all have run the distance. Because it is difficult to make a good exchange with the baton it is advisable when dealing with inexperienced men that the stick be dispensed with and the men touch hands instead.

51. Fifty-first Day.

A. Calisthenics.

a. Raise arms forward, 1. Place hands in front of shoulders, 2. Return, 3 and 4.

b. Hands in rear of neck.

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Place. Raise left knee forward, 1. Straighten left leg backward, 2. Return, 3 and 4.

- c. Place left foot forward and arms forward, 1. Bend up, turn backward, arms sideward and palms up, 2. Return, 3 and 4. Same right (slowly).
- d. Raise heels, arms fore-upward, 1. Bend knees deep and arms forward, 2. Arms sideward, 3. Return, 4-5-6.
- e. Fall to seat with legs crossed, 1. Lower to back. Straighten legs forward (lying rearways), 2. Return, 3 and 4.
- f. Couple facing each other. No. 1. Lunge left forward, 1. No. 2. Raise right leg forward, hands on hips and place foot on thigh of No. 1 (No. 1 grasps the ankle), 1. No. 2. Bend trunk backward, 2. Return, 3. Both in position, 4 (slowly).
- g. Deep breathing.

B. Games for Agility.

Squat Tag. Formation: players scattered in playing area. One man who is "it" attempts to tag the others. If a man is in a full squat position he cannot be tagged. Players should move about and not assume the squat position except when about to be tagged.

C. Mass Track and Field.

For Distance Men. Game: follow the leader. Men line up behind the leader in single file. The leader sets the pace running over hills, jumping ditches, climbing steep slopes, and vaulting fences. No one is allowed to run in front of the leader and the leader should be careful not to set too fast a pace for the slow men. This is a splendid way to condition distance men be-

cause the spirit of play enters into the running and the men forget that training for distance is a hard grind. The leader should think up new stunts each night.

52. Fifty-second Day.

A. Calisthenics.

- a. Twisting the arms in all elevated positions. Such as arms sideward. Raise. Twisting backward and forward. Begin. 1-2-3-4, etc.
- b. Stride left sideward, hands on hips. Place. Bend left knee, 1. Bend right knee and straighten, left, 2. Continue 32 counts.
- c. Stride left side and hands in front of shoulders. Place. Lower trunk forward, 1. Return, 2. Bend up, turn backward, 3. Return, 4.
- d. Fall to squat stand. Left leg backward, 1. Return, 2. Same right.
- e. Same as Ex. 6. Lesson 48, but jump forward each time.
- f. Long flank ranks (men behind each other). Place hands on shoulders of the man in front. Jump to side stride stand and close stand in drum time. Begin, 1-2-3 and 4.
- g. Inhale, raise arms forward to sideward, 1. Exhale, lower arms through forward position, 2.

B. Games for Agility.

Pick-a-Back Relay. Formation: column of files.

The first man starts from the finish line marked anywhere from 15 to 50 yards in front of the file. At the signal, he runs to the head man in the file. This man jumps on the runner's back with a leg over each hip and is thus carried to the finish line. The man thus carried dismounts and returns and carries the

next man in the file in the same manner. This continues until all have been carried over the finish line.

C. Mass Track and Field.

For Hurdlers. Hurdle Relay. Set up one, two or more hurdles in each course and run the race just as in the shuttle sprint relay, except that each man must hurdle the barriers. It is well to start with low hurdles before the highs are attempted.

53. Fifty-third Day.

A. Calisthenics.

- Raise arms sideward, 1. Three quarters arms circle outward to arms upward, 2 (arms start downward). Return, 3 and 4. (Arms start inward, crossing over head on return movement.)
- As Ex. 1, but on count, 1, stride left forward and on count 2, kneel right. Same right.
- Raise left knee and arms

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forward, 1. Straighten left leg forward and arms sideward, 2. Return, 3 and 4 (slowly).

d. Swing arms side-upward, 1. Bend to left, 2. Return, 3 and 4.

e. Stride left forward and arms forward, 1. Bend left knee. Lower trunk forward and arms sideward, 2. Return, 3 and 4.

f. Couples facing each other, left leg forward raise, grasp the left leg with the right hand and place left hand on partner's shoulder. Grasp, hopping in a circle to the left and then to the right. Eight counts in each direction. Begin, 1-2-3, etc.

g. Deep Breathing.

B. Games for Agility.

Carrying the wounded relay. Formation—column of files.

At the starting signal the first two men at the head of each file make a seat with their hands, upon which the third man is seated. He is thus carried to the finish line. The first man at the head of the line remains at the finish line, the other two return and carry the next man and so on until all have been carried. Each time one man remains at the finish line. Method of carrying: the men grasp each other's left wrist with right hand and join left hands, thus making a seat.

C. Mass Track and Field.

For Jumpers and Vaulters—Fence Vault Relay. Indoors, use horizontal bars, one for each team or out doors set posts in the ground and notch them so that bars may be placed in the notches at different heights. This equipment is very easily made and should be on every athletic

field. The race consists of running a given number of yards, vaulting the bars on fence and running to a given mark. Only one man on a team can vault at a time. When the last man has reached the final goal the race ends. Men should be taught to vault with both hands either side and with the right or left hands singly on the bar.

54. Fifty-fourth Day.

A. Calisthenics.

a. Arms to thrust. Bend. Thrust left arm forward, 1. Return and thrust. Right arm forward, 2. Continuous. Then arms lowered.

b. Stride left sideward and arms side, 1. Bend left knee, hands in front of shoulders, 2. Return, 3 and 4.

c. Raise left leg backward and arms sideward, 1. Lower to half forward, 2. Return, 3 and 4 (slowly).

d. Hands on hips. Place. Bend trunk left, 1. Forward, 2. Right, 3. Straighten, 4.

e. To a squat stand, hands on floor. Fall. Straighten legs backward, at same time straddling then sideward (straddle support, lying frontways), 1. Return, 2.

f. As Ex. 5, Lesson 31, but add one-quarter and one-half turns on the jump.

g. Arms side-upward and inhale. Raise. Exhale and lower arms. Lower.

B. Games for Agility.

Jump Stick Race. Formation—Column of files.

The first and second men in the column take hold of the ends of a stick or belt. At the starting signal they run back down the column, causing each man in turn to jump over the stick. The men carrying the stick must not drop it. When the rear of the column

is reached, number one takes his place as the last man in the column and number two runs to the front and gives one end of the stick to number three and these two run down the column in the same way as number one and number two had done before. When the man who originally was the last man in the column has carried the stick forward to the starting line, the race ends.

C. Mass Track and Field.

For Jumpers—Broad Jump Relay.

There are two methods of conducting this race, the first one where only limited space is available and the second where there is plenty of room. First, line two teams up facing each other, number 1 of team A jumps; number 1 of team B toes the mark made

by the other jumper's hind heel and jumps back. In this manner the teams alternately jump. When all have jumped the last mark made by the last jumper of "B" team indicates which team has won. If it is back of the toe mark of the first jumper on team A then team B wins. If it is in front then team A wins.

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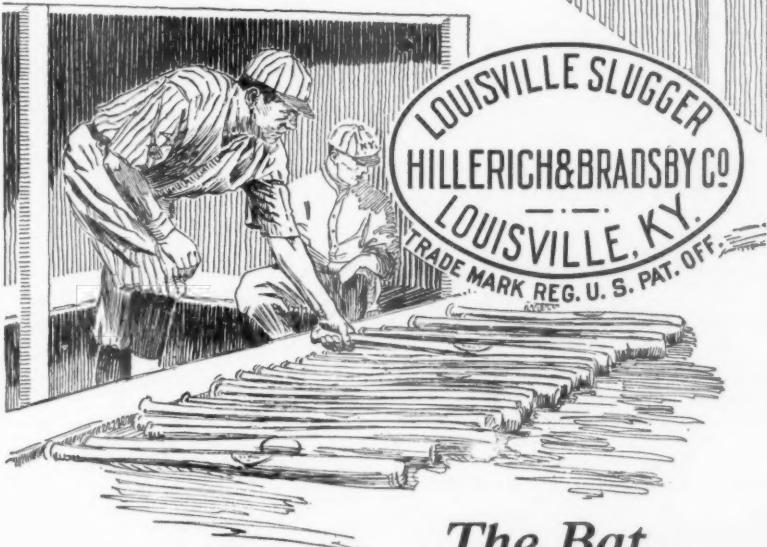
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Second: Line teams up in files side by side. The total distance jumped by each team indicates the winner. The first man in each file jumps, the next man steps forward and jumps from his man's heel marks and so on until all have jumped.

55. Fifty-fifth Day.

A. Calisthenics.

- Raise arms left sideward (right arm across chest, left arm sideward), 1. Half circle of arms to right sideward, 2. Return, 3 and 4.
- As Ex. 1, but on count 1, also place the left foot sideward; on count 2, lunge left sideward. Return movements, 3 and 4.
- Swing left leg sideward and arms sideward, 1. Return, 2. Same right.
- Hands on shoulders. Place. Stride left forward, 1. Bend left knee, bend trunk

forward and carry arms forward, 2. Return, 3 and 4.

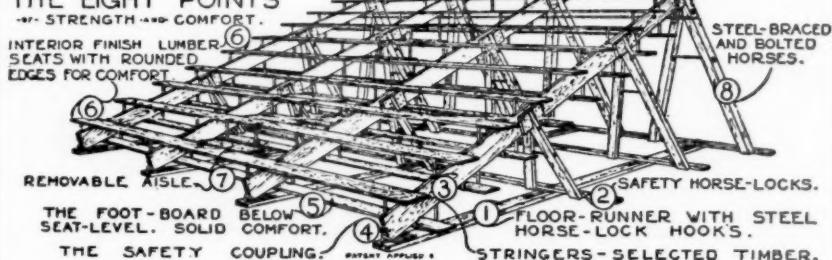
- To support lying frontways, body straight. Fall. The gymnast should turn his fingers slightly inward when his hands strike the floor and allow his elbows to bend slightly, then straighten the arms at once.
- Wheelbarrow. No. 1. Fall to squat stand, hands on floor, 1. Straighten the legs backward, 2.
- No. 2. Jump to side stride stand, bend trunk forward, and arms forward, 1. Grasp No. 1's ankles and raise the legs waist high, 2. Return, 3 and 4. Nos. 1 and 2 change about.
- Deep breathing.

B. Games for Agility.

Leap Frog Race. Formation—column of files.

Contestants take stooping position with hands on knees.

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There should be a three-foot interval between the men. At the signal the last man places hands on back of each man in column and in turn jumps over them. When he reaches front of column, he assumes the same position as the others. As soon as the last man has jumped over him, the next to the last man jumps all of those in front of him and so on until all the contestants have jumped in turn. When the man who originally was at the head of the column has jumped the race ends.

Modifications.

1. First three men of file take position in front of file with five-foot interval between these men. They assume position with hands on knees. At the starting signal, the file advances and each man in turn straddle vaults over these three men and returns to his starting place. The column, whose men first vault the bucks and return to starting position, wins.

2. Mark a goal line twenty-five yards in front of starting position of the file. The man at the head of the file takes a

leap frog position half way between the starting mark and the goal line. At the starting signal, the man at the head of the file runs forward and straddle vaults over the man, more than half way down the course, runs to the goal, re-

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turns to bent man, tags him and takes his place. The man who is thus tagged runs back and tags the man who is now at the head of the file and takes his position in the rear of the file. The man then tagged, continues the race and so on until all have run.

C. Mass Track and Field.

For High Jumpers. High Jump Relay.

Two methods of scoring, the first by elimination method and the second by use of a scoring table as follows:

4 ft. 1 in.—	20
4 ft. 2 in.—	60
4 ft. 3 in.—	100
4 ft. 4 in.—	140
4 ft. 5 in.—	180

That is, add 40 points per inch and 5 points for each additional one-eighth inch. Add the total number of points made by each team. The team having the greatest score of



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course wins. Allow each man three trials at each height.

First, line men up in files several yards from the jumping standards. The first man on team "A" jumps at the height set. If he makes it, he then lines up in rear of his file. If he does not clear the bar on the first attempt he falls out. The men in different files take turns in jumping. When all have jumped, the bar is raised and the men who remain, jump for this height. When the instructor ends the competition, the team having the most men left wins the event.

Second: Each man on each team is given his turn at the given height. The last height cleared indicates his score. If it is desired to start lower than 4 feet 1 inch, say three feet, let three feet equal 20, 3 feet 1 inch, 60; 3 feet 2 inches, 100, etc. This would make a jump of 5 ft. 1½ inches score 1000 points.

56. Fifty-sixth Day.

A. Calisthenics.

- a. Bend arms to thrust, 1. Thrust upward, 2. $\frac{3}{4}$ arm circle inward, to arms sideward, 3. Return 4-5-6.
- b. As Ex. 1, but add on count one deep knee bending; on two rise on toes, straighten knees; on three, lower heels. Return movements, 4-5-6.
- c. Hands on hips. Place. Place left foot sideward, 1. Lunge left forward, 2. Lower to forward, 3. Straighten arms sideward, 4. Return, 5-6-7-8.
- d. As Ex. 6, Lesson 48, but straddle legs sideward while in the air.
- e. Hands on shoulders. Place.

Step left sideward, 1. Close right to left, 2. Turn to left, 3. Bend to left, 4. Return, 5-6-7-8.
 f. Running in place with knee raising forward. Run.
 g. Raise arms sideward, palms up and inhale, 1. Lower arms and exhale, 2.

B. Games for Agility.

The same as Leap Frog Race except that the man half way down the course stands with side to the file and bends over with hands and feet touching the ground. The runner crawls under this man instead of vaulting over.

C. Mass Track and Field.

For shot putters. Shot put relay. Follow the two methods described for the jump. It is well at first to use a light shot. Insist that the shot be put and not thrown.



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LOW HURDLING

(Concluded from page 5)

2. Snap down the forward leg when atop the hurdle.
3. Keep the trunk well forward so that the normal running position of a sprinter may be resumed instantly upon alighting.
4. All hurdles, even in practice, should be taken at top speed, otherwise the stride will vary.

The second step is to place a second hurdle seventeen or eighteen yards beyond the first hurdle and cover the intervening distance in seven full strides (over on the eighth) and as proficiency is increased, gradually increase the distance between the first and second hurdle to eighteen and one-half, nineteen, nineteen and one-half, and finally, the regulation twenty yards. Seven strides should be stressed unless after numerous attempts with the hurdles at the regulation distance of twenty yards

apart, it is found a physical impossibility. Then a change may be made to nine strides.

After aggressiveness, speed and stride (7) have been attained with a fair degree of success on two hurdles, work should be taken on three hurdles, following the same general plan as with two hurdles. Patient drill on the detail of stride and dash will reward the diligent worker. The starting gun may be used to perfect a quick get-away in conjunction with drill for form on the first hurdle. Endurance, being very essential, may be developed by running distances of 250 yards, 350 yards, or 440 yards with candidates for the $\frac{1}{4}$ mile.

When the novice has learned to run the entire distance over ten hurdles, a plan of working for speed and endurance on alternate days may be laid down. If the athlete also runs the high hurdles, the amount of low hurdle practice

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should be diminished proportionately.

A tentative schedule for one week in mid-season may embody the following practice:

Monday:

1. Easy 150 or 200 yards warm-up.
2. Two gun starts over two hurdles.
3. Two trials over three hurdles.
4. Finish with 200 yards at three-fourths speed.

Tuesday:

1. Two easy 100 yards warm-up.
2. One or two gun starts, dashing thirty or forty yards. Rest.
3. Two trials over five hurdles.
4. Finish with 250 yards at seven-eighths speed.

Wednesday:

1. Warm-up easy 100 or 150 yards.
2. Two trials over eight hurdles.
3. Finish with 300 yards at seven-eighths speed.

Thursday:

1. Warm-up two easy 75 yards.
2. Three trials over four hurdles.
3. Two minutes hopping, bounding, leg swinging.

Friday:

Limbering up or easy jogging.

Saturday:

Competition or time trials.

The pictures used to illustrate form in the low hurdles in this article were taken by J. W. Kent. The Journal is indebted to this company for the use of these prints.—EDITOR'S NOTE.

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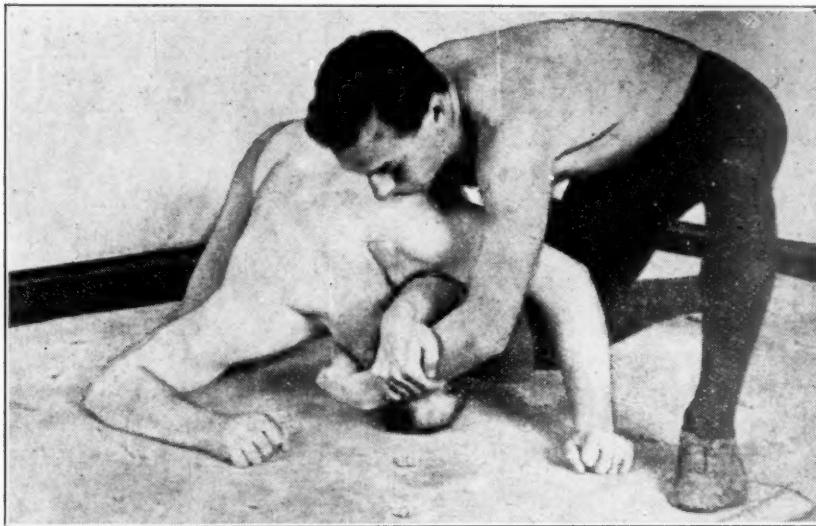
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WRESTLING

(Continued from page 31)

the hold on the right side. When you have the Further Half Nelson as in Fig. 6 you may pass quickly over your opponent to his other

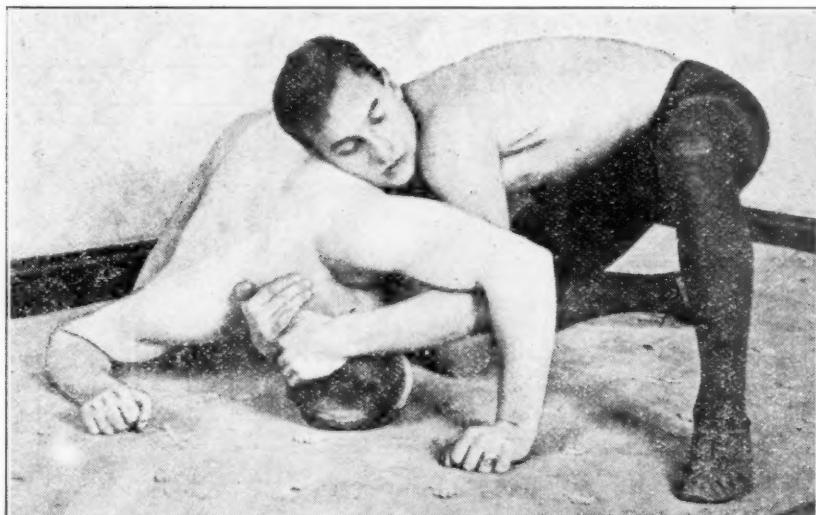
his head towards you at the same time twisting him over onto his back. To break this hold turn your head away from your opponents or reach up and pull his hands away. (Fig. 6.)

*Figure 6*

side, changing the Further Half into a near Nelson. (Fig. 5.) Page 30.

Quarter Nelson: Put your left hand and wrist across your oppo-

Three Quarter Nelson: After you secure the Near Nelson put your right arm under his near arm and around the opposite side of his

*Figure 7*

nent's neck. Then slip your right arm under his left and grasp your left wrist close to the hand. Pull

neck and clasp your hands; twist his head towards you and he will be obliged to turn over. (Fig. 7.)

(Continued in the April number)

QUESTIONS AND ANSWERS

Q. Two players jump when the ball is tossed up for a held ball. The referee calls a violation on a player for not keeping his hand behind his back while jumping, but before the referee blew his whistle a man on the other team caught the ball and threw for goal. The ball was in the air when the whistle sounded. As the ball passed through the basket the referee ruled that the basket counted and put the ball in play again by giving it out of bounds to a member of the team which committed the foul.

A. The goal should not have counted and the ball should have gone out of bounds at the spot nearest the center on the side lines.

Q. Did the Conference rule relative to the S. A. T. C. year apply to football only?

A. Yes.

Q. In a dual meet where three places are counted may a coach start four men.

A. The rules provide that in field events one more man than those who score shall qualify, but this point is not covered in the track events. However, it is customary to start the same number as score unless there is a mutual under-

standing between the coaches to permit more to start.

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THE RUNNING BROAD JUMP

(Concluded from page 9)

leverage to keep from falling back and so spoiling the jump.

The broad jump is one of the hardest of all events to keep in shape for. The effort put forth on each jump is violent in the extreme. During the season of actual competition the jumper should do very

or so, but he should practice actual jumping not more than once or at most twice during a week just prior to a meet and then not more than three or four hard trials should be allowed. This will of course vary somewhat with individuals for no two track athletes are exactly alike. Some will take a lot more work than others. It is, however, a safe rule to undertrain rather than to overtrain. The exact pink of condition is very hard to get and maintain and the man who is not quite at the top of his form will always put on a better performance than the man who is stale. The broad jumper should spend a great deal of time with the sprinters working to improve his speed.

Sprinters as a rule cannot broad jump without hurting their speed in the dashes and it is generally a mistake to try to make the jump an added event for the sprinter. The jump seems to go well with the hurdlers. A great many good hurdlers have been excellent broad jumpers. It is not uncommon to see a man performing well in both the high and broad jump. Weight men who have the necessary speed often develop well in this event. However, if an athlete's best event is the broad jump, he had better make this his specialty and consider any other event as a side line only. Specialization pays, when the competition becomes keen.



Illustration 3

little jumping between meets. The athlete may and probably should run through his take-off every day

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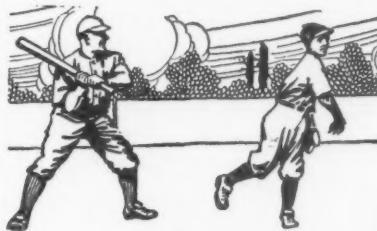
(Concluded from page 6)

which is the secret of a good curve. They do not consider the count on a batter or the place where the pitch will be most effective. They fail to realize that when a batter has two strikes, he is more apt to swing at bad balls than when he is ahead of the pitcher. That in many cases, is not so much what is pitched as where it is pitched.

These things are only common sense and if a boy after having obtained some control would have them shown to him in a proper manner, I am sure he would profit greatly by it.

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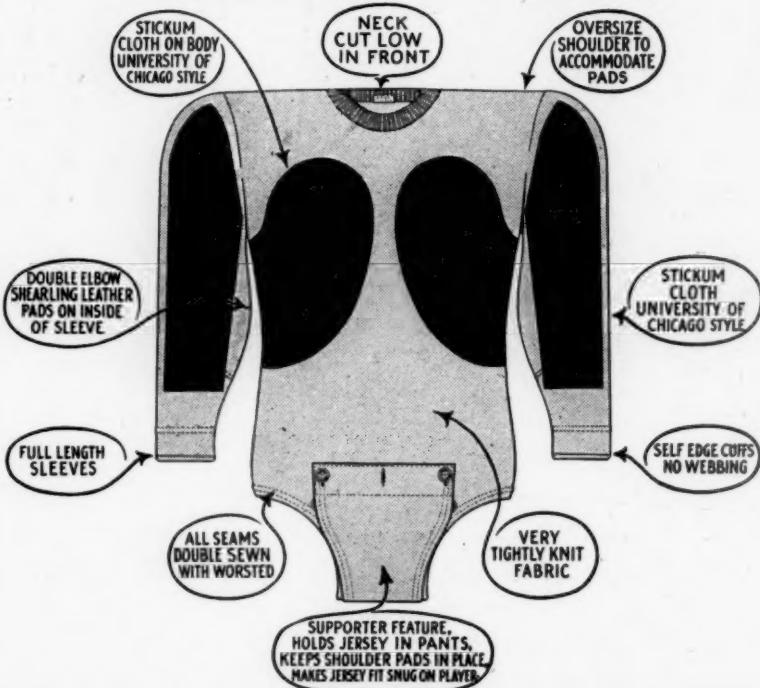


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